

**Missouri Department of Elementary And Secondary Education  
Division of Special Education-Compliance Section  
Final Report Summary**

**SAMPLE**

**District** 999-999 XXXXX CO. R-II  
**Review Type** Initial  
**Fiscal Year** 2003  
**Reviewer** Supervisor's Name

**Monitoring Checklist**

<b>Program Review Components</b>	<b>Items in Compliance</b>	<b>Items not in Compliance</b>	<b>Items not Applicable</b>	<b>Items not Reviewable</b>
Document A	41	0	12	0
Document B	68	8	10	0
Document D	2	1	9	0
Document F	15	0	6	0
Document G-10	6	0	0	0
Document G-11	4	0	1	0
Document G-3	2	0	0	2
Document G-5	3	0	1	0
Document G-9	10	0	0	0
Narrative Response	4	0	2	0
Performance Data	12	15	4	0

Document G indicators are not reflected in the final report. If there are any "NO" calls on the Document G, please see the final report letter for a description of the specific indicators that were found out of compliance.

# Special Education Compliance Program Review Final Report

**SAMPLE**

999999 XXXXXX CO. R-II

Initial monitoring

Fiscal Year 2003

<i>Focus</i>	<i>Indicator</i>	<i>Monitoring</i>
<i>Area</i>	<i>Standard</i>	<i>Results</i>
<i>Number</i>	<i>Indicator Description</i>	

## Child Find

- |  |  |       |
|--|--|-------|
| <b>1. The responsible public agency conducts public awareness activities as required.</b>  |  | Yes   |
| Document A   | 100100. Newspaper notice:  | Yes   |
|  | 100200. Radio or television announcement:  | Yes   |
|  | 100300. Patron Notification :  | Yes   |
|  | 100400. Posters/notices:   | Yes   |
|  | 100500. Content for each public awareness activity is present as follows:  | Yes   |
|  | 100510. Child find responsibilities:   | Yes   |
|  | 100515. Intent to serve ALL disability categories:   | Yes   |
|  | 100520. Intent to provide FAPE to all children with disabilities:  | Yes   |
|  | 100525. Notice provided in alternative language formats:   | Yes   |
|  | 100530. Access rights of parents to personally identifiable information relating to their children:  | Yes   |
|  | 100535. Parent's rights to request amendment of records:   | Yes   |
|  | 100540. Rights of parents to file complaints concerning alleged failures by the agency to meet the requirements of FERPA:  | Yes   |
|  | 100545. Summary of the policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information:       | Yes   |
|  | 100550. Assurance that services are provide in compliance with the General Provision Act (GEPA) :  | Yes   |
|  | 100555. Announcement of annual census:   | Yes   |
|  | 100560. Information to be collected:   | Yes   |
| <b>2. Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.</b> |  | Yes * |
| Performance Data   | 200100. Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.                                   | Yes * |
|  | 200110. Eligibility Determinations result in the percentage of ECSE students with disabilities being comparable to the expected incidence rate of 5% for the district. | Yes * |

## Drop-outs

- |  |  |       |
|--|--|-------|
| <b>1. Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities.</b> |  | Yes * |
| Performance Data   | 201400. Dropout rates for children with disabilities decrease and are no higher than those of children without disabilities. | Yes * |

<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
<b>Evaluation</b>				
<b>1. Children with disabilities receive evaluations in all areas related to a suspected disability. The evaluation information addresses educational needs, including progress in the general curriculum (or age-appropriate activities for preschool children).</b>				Yes
Document B		101700.	A synthesis of information from the evaluation is present:	Yes
<b>2. Children with disabilities receive timely evaluations, including children transitioning from Part C, if applicable.</b>				No
Document B		100200.	Referral is present for an initial evaluation or a reevaluation at parent request:	No
		100210.	Name and role of individual(s) making the referral:	Yes
		100220.	Reason for referral and description of concerns:	Yes
		100230.	Description of learning experiences, especially reading and math:	No
		100240.	Addresses limited English proficiency:	No
		100250.	Date of referral:	Yes
		101300.	Eligibility staffing held within required timelines for initial evaluation:	No
		103900.	Eligibility staffing held within required timelines for reevaluations:	Yes *
		104600.	IEP meeting held within required timelines:	Yes *
		104610.	For Part C transition only: IEP is in place by the child's 3rd birthday:	N/A
<b>3. Evaluations are appropriately administered, including evaluations for transitioning from Part C, if applicable.</b>				No
Document B		100500.	Existing evaluation data on the child is reviewed for initial evaluations:	Yes
		100510.	Description of data reviewed:	Yes
		100520.	Date finalized:	Yes
		100530.	Names of individuals conducting review:	Yes
		100600.	Identify what additional data, if any, are needed for initial evaluations:	Yes
		100610.	Conclusions and decisions from the review:	Yes
		100620.	Addition data, if any needed for initial evaluations:	Yes
		101400.	An evaluation report is present for initial evaluations:	Yes
		101500.	Parent is provided a copy of the evaluation report for initial evaluations:	No *
		101800.	Relevant behavior noted during observation: (specific learning disability, emotional disturbance and autism-NA for all other categorical disabilities)	Yes *
		101900.	Description of any variations from standard assessment conditions:	N/A
		102200.	For Continuing Eligibility: Basis for the determination of continued eligibility and need for special education and related services for reevaluation:	Yes
		102300.	A statement that the disability is not a result of lack of instruction in reading or math, or limited English proficiency:	Yes *
		102400.	Names and roles of the individuals making the eligibility determination:	Yes *
		102420.	Includes child's regular education teacher (LD only) :	Yes
		102430.	Person qualified to conduct individual diagnostic evaluations (LD only):	Yes
		102600.	Educationally relevant medical findings:	Yes
		102700.	Report reflects conclusion(s) of team:	Yes
		102800.	Dissenting statement:	N/A

*\*Reflects a change in the monitoring result from the agency's self-assessment. (Not applicable for component districts of SSD.)*  
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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Document B	102900.	Learning disabilities not primarily a result of specific factors:	Yes
		102910.	Visual, auditory, or motor deficits:	Yes
		102920.	Mental Retardation:	Yes
		102930.	Emotional Disturbance:	Yes
		102940.	Environmental, economic disadvantage or cultural difference:	Yes
		103100.	Existing evaluation data on the child is reviewed for reevaluations:	Yes
		103110.	Description of the data reviewed:	Yes
		103120.	Date finalized:	Yes
		103130.	Names of individuals conducting review:	Yes
		103200.	Identify what additional data, if any, are needed for reevaluation:	Yes
		103210.	Conclusions and decisions from the review:	Yes
		103220.	Addition data, if any needed:	Yes
		103300.	If no additional data are needed for reevaluations, notify the child's parent of the decision:	Yes
		103310.	The reason for the decision:	Yes
		103320.	Parent's right to request additional assessments:	Yes
		104000.	An evaluation report is present when additional data was collected for reevaluations:	Yes
		104100.	Parent is provided a copy of the evaluation report for reevaluations with additional data:	Yes
<b>5. Eligibility criteria are applied appropriately for all initial evaluations.</b>				Yes
	Document A	102700.	The following items are present for students attending MSB:	Yes
		102710.	A current evaluation report:	Yes
		102900.	The following items are present for students attending MSD:	N/A
		102910.	A current evaluation report:	N/A
		103100.	The following items are present for students attending SSSH:	Yes
		103110.	A current evaluation report:	Yes
	Document B	102000.	Statement of the existence and nature of the categorical disability(ies):	Yes
		102100.	For Initial Eligibility: Basis for the determination of eligibility and need for special education and related services for initial evaluation:	Yes
		102110.	G-1 Autism	N/A
		102115.	G-2 Deaf/Blind	N/A
		102120.	G-3 Emotional Disturbance	Yes
		102125.	G-4 Hearing Impairment/Deafness	N/A
		102130.	G-5 Mental Retardation	Yes
		102135.	G-6 Multiple Disabilities	N/A
		102140.	G-7 Orthopedic Impairment	N/A
		102145.	G-8 Other Health Impairments	N/A
		102150.	G-9 Learning Disability	Yes
		102155.	G-10 Language Impairment	Yes
		102160.	G-11 Sound System Disorder	Yes

<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Document B	102165.	G-12 Speech/Fluency	N/A
		102170.	G-13 Speech/Voice	N/A
		102175.	G-14 Traumatic Brain Injury	N/A
		102180.	G-15 Vision Impairment	N/A
		102185.	G-16 Young Child with Developmental Delay	N/A
<b>6. Children with disabilities receive timely reevaluations.</b>				Yes
	Document A	102700.	The following items are present for students attending MSB:	Yes
		102710.	A current evaluation report:	Yes
		102900.	The following items are present for students attending MSD:	N/A
		102910.	A current evaluation report:	N/A
		103100.	The following items are present for students attending SSSH:	Yes
		103110.	A current evaluation report:	Yes
	Document B	104200.	Evaluation is conducted every three (3) years or more frequently if conditions warrant:	Yes
<b>7. Parents and children with disabilities are involved, when appropriate, in the evaluation and eligibility determination</b>				Yes
	Document B	101100.	Parent is notified of the eligibility staffing:	Yes
		101200.	Content of notification (verbal or written) is documented:	Yes
		101210.	Parent informed of the purpose of the meeting:	Yes
		101220.	Notified of time and date for the meeting:	Yes
		101230.	Notified of the location of the meeting:	Yes
		101240.	Participants invited to attend:	Yes
		101250.	Right to invite others to attend and determination of expertise:	Yes
		102400.	Names and roles of the individuals making the eligibility determination:	Yes *
		102410.	Includes parent of the child:	Yes *
		103500.	Attempts to obtain parental consent are documented:	Yes
		103600.	Parent is notified of the eligibility staffing when additional assessments were conducted:	Yes
		103700.	Content of notification (verbal or written) is documented:	Yes
		103710.	Parent informed of the purpose of the meeting:	Yes
		103720.	Notified of time, date and location for meeting:	Yes
		103730.	Right to invite others to attend:	Yes

## General Administration

<b>1. The district implements proper procedures for students on whom reimbursement for Homebound instruction is requested.</b>				Yes
	Document A	105200.	Homebound application must be on file in the agency:	Yes
		105300.	Homebound application form must document all appropriate information:	Yes
		105400.	Exceptions for homebound application submitted to DESE for approval:	Yes

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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
		<b>2. The district conducts planning activities for the provision of services for private school students (includes private, parochial and homeschool students).</b>		Yes
	Document A	102300.	Private school program planning:	Yes
		<b>4. The public agency identifies and implements activities to support a comprehensive system of personnel development (CSPD) as required.</b>		Yes
	Document A	101800.	Comprehensive System of Personnel Development (CSPD) activities have been implemented:	Yes
		<b>5. The public agency conducts a program evaluation as required.</b>		Yes
	Document A	102100.	Program evaluation results:	Yes
		<b>6. The public agency implements confidentiality procedures as required.</b>		Yes
	Document A	101600.	Confidentiality training:	Yes
		101700.	Positions of employees having access to personally identifiable data:	Yes
		103300.	Notification of Destruction of Records provided prior to destruction of records:	Yes
		103400.	Notification of Destruction of Records includes:	Yes
		103410.	Specification of records to be destroyed:	Yes
		103420.	Reason for the destruction:	Yes
		103430.	Date of destruction:	Yes
		103440.	Requirement for maintaining records:	Yes
		103600.	Consent for release of information is present:	Yes
		103700.	Release of information contains the following content:	Yes
		103710.	Dated signature of parent or eligible student for release of information:	Yes
		103720.	Specific record(s) to be released:	Yes
		103730.	Purpose(s) of the disclosure:	Yes
		103740.	Party(ies) to whom disclosure is to be made:	Yes
	Document B	100000.	Access sheet is present in the student's file:	Yes *
	Document F	100000.	Access sheet is present in student's file:	Yes *
		<b>8. The public agency has written procedures and implements those procedures for the identification of children with disabilities in need of appointment of an educational surrogate.</b>		Yes
	Document A	100700.	Agency has written procedures for processing surrogate appointments:	Yes
		<b>9. The public agency implements required procedures for the appointment, termination, evaluation and recruitment of educational surrogates.</b>		Yes
	Document A	100800.	Determine need for educational surrogate:	Yes
		100900.	Upon agency determination/notification of suspected need, the agency investigates and determines the need for surrogate appointment:	N/A
		101000.	Submit "Determination of Need for Educational Surrogate Appointment":	N/A
		101100.	Change in child's need for an educational surrogate:	N/A
		101200.	Change in the specific educational surrogate appointment:	N/A

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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Document A	101300.	Annual surrogate evaluation(s):	N/A
		101400.	Evidence of recruiting efforts for educational surrogates:	N/A
<b>10. The public agency implements required procedures for students who transfer from another state or from another Missouri district.</b>				Yes
	Document F	100100.	Enrollment date:	Yes
		100300.	Request for records when no records at enrollment:	Yes
		100400.	Agency officials conduct interviews:	Yes
		100500.	Child placed in regular education:	Yes
		100600.	Interim IEP is developed:	N/A
		100700.	Current evaluation report is not received within 30 calendar days:	N/A
		100900.	Agency receives and reviews the evaluation report:	Yes
		101000.	Information from evaluation report is not sufficient:	N/A
		101100.	Information from evaluation report is sufficient:	Yes
		101200.	No IEP received for transfer student:	N/A
		101300.	Agency receives and reviews the IEP for transfer student:	Yes
		101400.	Agency accepts the IEP from another MO district:	Yes
		101500.	Agency rejects the IEP from another MO district:	N/A
		101700.	Agency receives and reviews the evaluation report from another state:	Yes
		101800.	Agency accepts evaluation report from another state:	Yes
		101900.	Agency rejects the evaluation report from another state:	Yes
		102000.	Agency receives and reviews the IEP from another state:	Yes
		102100.	Agency accepts the IEP from another state:	Yes
		102200.	Agency rejects the IEP from another state:	Yes
		102300.	Current IEP is not received from another state:	N/A

### **Least Restrictive Environment**

<b>1. Regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.</b>				Yes
	Document B	105000.	A current IEP is present and accessible:	Yes
		105100.	Attendance at the IEP meeting of the team participants as follows:	
		105200.	Representative of the public agency:	Yes
		105300.	Child's regular education teacher(s):	Yes *
		105400.	Child's special education teacher(s):	Yes
		105700.	An individual who can interpret instructional implications of evaluation results:	Yes
	Narrative Response	300200.	The agency's regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum	Yes *
<b>2. The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.</b>				No *

<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Performance Data	200200.	The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.	Yes *
		200210.	The percentage of ECSE children with disabilities served at each point in the placement continuum is comparable to statewide averages.	No *
		<b>3. The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data.</b>		Yes *
	Performance Data	200300.	The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data.	Yes *
		<b>4. Placement options along the continuum are made available to the extent necessary to implement each child's IEP, including community-based options for preschool children.</b>		Yes
	Document B	107800.	Extent of non-participation in regular education:	Yes
		109200.	Placement decisions:	Yes
		109230.	Based on a continuum of alternative options:	Yes
		109240.	Based on the IEP with consideration of regular education classroom with supplementary aids and services:	Yes
		109260.	As close as possible to the child's home and in school she/he would attend if nondisabled:(N/A for ECSE)	Yes
		109270.	Annual placement consideration for State Board Operated Programs:	N/A
		<b>5. Children with disabilities participate with nondisabled children in the full range of programs and services available in the district.</b>		Yes
	Document B	108000.	Addresses participation in program options, nonacademic and extracurricular services and activities:	Yes
		108800.	Special education and related services are provided in accordance with the IEP:	Yes
		109250.	Consideration of integration to maximum extent appropriate:	Yes
		<b>7. Parents and children with disabilities are involved, when appropriate, in placement decisions.</b>		Yes
	Document B	109200.	Placement decisions:	Yes
		109210.	IEP team makes placement decisions:	Yes
		109220.	Placement is determined annually:	Yes

## Personnel

		<b>1. Caseloads of special education and related service personnel are within State standards.</b>		Yes
	Document A	104900.	Teachers:	Yes
		<b>2. The district implements procedures as required for any reported ancillary personnel.</b>		Yes
	Document A	104800.	Personnel assigned to special education less than full time:	Yes
		<b>3. The district follows proper procedures for hiring, training, and reporting paraprofessionals</b>		Yes
	Document A	101900.	Paraprofessional credentials:	Yes

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Friday, August 08, 2003*

<i>Focus</i>		<i>Indicator</i>		<i>Monitoring</i>
<i>Area</i>	<i>Standard</i>	<i>Number</i>	<i>Indicator Description</i>	<i>Results</i>
	Document A	102000.	Paraprofessional training:	Yes
		105000.	Paraprofessional assignment:	N/A

## Procedural Safeguards

<b>2. Prior written notice is provided to parents and children, when appropriate, as required by state and federal regulations.</b>				Yes *
Document A	104010.01	Notice of Action provided prior to initiation of an action:		Yes *
	104010.02	Content of notice is present as follows:		Yes *
	104010.03	Description and explanation of action:		Yes *
	104010.05	Information used as a basis for the action:		Yes *
	104010.06	Other relevant factors to the action:		Yes *
	104010.08	Statement of protection for parents and children under procedural safeguards:		Yes *
	104010.09	Means to obtain a copy of the procedural safeguards:		Yes *
	104010.1	Sources to obtain assistance in understanding procedural safeguards:		Yes *
	104020.01	Notice of Action provided prior to initiation of an action:		Yes *
	104020.02	Content of notice is present as follows:		Yes *
	104020.03	Description and explanation of action:		Yes *
	104020.04	Options considered and why rejected:		Yes *
	104020.05	Information used as a basis for the action:		Yes *
	104020.06	Other relevant factors to the action:		Yes *
	104020.08	Statement of protection for parents and children under procedural safeguards:		Yes *
	104020.09	Means to obtain a copy of the procedural safeguards:		Yes *
	104020.1	Sources to obtain assistance in understanding procedural safeguards:		Yes *
	104030.01	Notice of Action provided prior to initiation of an action:		Yes *
	104030.02	Content of notice is present as follows:		Yes *
	104030.03	Description and explanation of action:		Yes *
	104030.04	Options considered and why rejected:		Yes *
	104030.05	Information used as a basis for the action:		Yes *
	104030.06	Other relevant factors to the action:		Yes *
	104030.08	Statement of protection for parents and children under procedural safeguards:		N/A *
	104030.09	Means to obtain a copy of the procedural safeguards:		N/A *
	104030.1	Sources to obtain assistance in understanding procedural safeguards:		Yes *
	104040.01	Notice of Action provided prior to initiation of an action:		Yes *
	104040.02	Content of notice is present as follows:		Yes *
	104040.03	Description and explanation of action:		Yes *
	104040.04	Options considered and why rejected:		Yes *
	104040.05	Information used as a basis for the action:		Yes *
	104040.06	Other relevant factors to the action:		Yes *

<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Document A	104040.09	Means to obtain a copy of the procedural safeguards:	Yes *
		104040.1	Sources to obtain assistance in understanding procedural safeguards:	Yes *
		104050.01	Notice of Action provided prior to initiation of an action:	Yes *
		104050.02	Content of notice is present as follows:	Yes *
		104050.03	Description and explanation of action:	Yes *
		104050.04	Options considered and why rejected:	Yes *
		104050.05	Information used as a basis for the action:	Yes *
		104050.06	Other relevant factors to the action:	Yes *
		104050.08	Statement of protection for parents and children under procedural safeguards:	Yes *
		104050.09	Means to obtain a copy of the procedural safeguards:	Yes *
		104050.1	Sources to obtain assistance in understanding procedural safeguards:	Yes *
		104060.01	Notice of Action provided prior to initiation of an action:	Yes *
		104060.02	Content of notice is present as follows:	Yes *
		104060.03	Description and explanation of action:	Yes *
		104060.04	Options considered and why rejected:	Yes *
		104060.05	Information used as a basis for the action:	Yes *
		104060.06	Other relevant factors to the action:	Yes *
		104060.08	Statement of protection for parents and children under procedural safeguards:	Yes *
		104060.09	Means to obtain a copy of the procedural safeguards:	Yes *
		104060.1	Sources to obtain assistance in understanding procedural safeguards:	Yes *
		104070.01	Notice of Action provided prior to initiation of an action:	Yes *
		104070.02	Content of notice is present as follows:	Yes *
		104070.03	Description and explanation of action:	Yes *
		104070.04	Options considered and why rejected:	Yes *
		104070.05	Information used as a basis for the action:	Yes *
		104070.06	Other relevant factors to the action:	Yes *
		104070.08	Statement of protection for parents and children under procedural safeguards:	Yes *
		104070.09	Means to obtain a copy of the procedural safeguards:	Yes *
		104070.1	Sources to obtain assistance in understanding procedural safeguards:	Yes *
	Document B	100700.	Written Notice, no additional data needed, no consent required:	N/A
		100800.	Written Notice, additional data needed, no consent required:	N/A
		100900.	Written Notice, consent required for initial evaluation:	Yes
		101000.	Content of Notice, where consent is required, is present as follows:	Yes
		101010.	Description and explanation of action proposed:	Yes
		101020.	Area(s) to be evaluated and methods or tests/assessments to be used, if additional data required:	Yes
		101030.	Description of options considered and reason for rejection of options not selected:	Yes
		101040.	Description of each procedure, test, record, or report used as a basis for the action proposed:	Yes

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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Document B	101050.	Description of any other relevant factors to the proposed action:	Yes
		101060.	Statement of protection for parents and children under procedural safeguards:	Yes
		101070.	Means to obtain a copy of the procedural safeguards:	Yes
		101080.	Sources to obtain assistance in understanding procedural safeguards:	Yes
		103400.	Written Notice, consent required for reevaluation:	Yes
		108900.	Parent is provided Prior Written Notice for any change of services:	Yes
		109300.	Notice of Intent/Consent for Initial Placement is provided/obtained:	Yes
		109400.	Notice of Change of Placement is provided:	Yes
	Document D	101020.	Parent provided Prior Written Notice for change of placement:	Yes
<b>3. Copies of Procedural Safeguards for Children and Parents are provided to parents and children, when appropriate, as required by state and federal regulations.</b>				No *
	Document A	104010.02	Content of notice is present as follows:	Yes *
		104010.07	Copy of the procedural safeguards statement provided:	N/A *
		104020.02	Content of notice is present as follows:	Yes *
		104020.07	Copy of the procedural safeguards statement provided:	N/A *
		104030.02	Content of notice is present as follows:	Yes *
		104030.07	Copy of the procedural safeguards statement provided:	Yes *
		104040.02	Content of notice is present as follows:	Yes *
		104040.07	Copy of the procedural safeguards statement provided:	N/A *
		104050.02	Content of notice is present as follows:	Yes *
		104050.07	Copy of the procedural safeguards statement provided:	Yes *
		104060.02	Content of notice is present as follows:	Yes *
		104060.07	Copy of the procedural safeguards statement provided:	N/A *
		104070.02	Content of notice is present as follows:	Yes *
		104070.07	Copy of the procedural safeguards statement provided:	Yes *
		104400.	Information provided to parent regarding independent education evaluation policies:	N/A
		104500.	Provided at public expense:	N/A
		104600.	Results considered by the agency:	N/A
	Document B	100300.	Full explanation of all procedural safeguards at referral:	No *
		103400.	Written Notice, consent required for reevaluation:	Yes
		104570.	Parent is provided a copy of Procedural Safeguards with notification of an IEP meeting:	Yes
	Document D	100240.	Notification of an IEP meeting:	N/A *
		100600.	One or more IEP team member indicates belief that modifications to BIP are needed:	N/A
		101310.	Parent provided copy of Procedural Safeguards with a 45 day removal :	N/A
		101420.	Parent is provided copy of Procedural Safeguards with 45 day removal for violent/dangerous student:	N/A
	Narrative Response	300100.	The agency's procedures provide for all individuals responsible for the provision of services to children with disabilities to be informed of the Procedural Safeguard Rights for Parents and Children.	Yes *

*\*Reflects a change in the monitoring result from the agency's self-assessment. (Not applicable for component districts of SSD.)*

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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
			<b>4. Parents and children with disabilities are informed of the transfer of parental rights, when appropriate.</b>	Yes
	Document A	103900.	Notification of the transfer of parental rights at the age of majority:	Yes
	Document B	106600.	Child informed of the transfer of rights by the 17th birthday:	Yes

## Secondary Transition

			<b>1. The district identifies and makes available a variety of appropriate community work opportunities for children with disabilities.</b>	Yes *
	Narrative Response	300300.	The agency identifies and make available a variety of appropriate community work opportunities for children with disabilities	Yes *
			<b>2. The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level.</b>	Yes *
	Performance Data	201700.	The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level.	Yes *
			<b>3. The percentage of students with disabilities graduating with a regular diploma will increase.</b>	No *
	Performance Data	201800.	The percentage of students with disabilities graduating with a regular diploma will increase and be comparable to the graduation rate in the general population of students.	No *
			<b>4. The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.</b>	N/A *
	Performance Data	201900.	The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.	N/A *
			<b>5. Children with disabilities, beginning at age 14, have IEPs that focus on a course of study related to transition objectives.</b>	Yes *
	Document B	106700.	A statement of the transition service needs (age 14+):	Yes *
		106710.	Addresses anticipated post-secondary goals or career choices:	Yes *
		106720.	Includes the proposed courses related to the post-secondary goal(s):	Yes *
			<b>6. Children age 14+ participate in meetings related to transition planning or activities.</b>	No
	Document B	105600.	Child invited/attends IEP meeting:	No
			<b>7. Children with disabilities, beginning at age 16, have IEPs that coordinate instruction (including related services), community and employment experiences, adult living objectives, and linkages with other service providers or agencies as determined appropriate to meet the post secondary goals of the</b>	Yes
	Document B	106800.	A statement of the needed transition services (age 16+):	Yes
		106810.	Addresses needed transition services in one or more areas	Yes
		106820.	Addresses a coordinated set of activities:	Yes
		106900.	A statement of the interagency responsibilities or needed linkages related to transition services (age 16+):	Yes *

<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
		<b>9. The district involves other agencies in transition planning, when appropriate.</b>		Yes
	Document B	105800.	Others invited to the IEP meetings (specify):	Yes
		<b>12. The percentage of students with disabilities employed or enrolled in continuing education six months post vocational training will increase or be maintained at a high level.</b>		N/A *
	Performance Data	201600.	The percentage of students with disabilities employed or enrolled in continuing education six months post vocational training will increase or be maintained at a high level.	N/A *

## Special Education and Related Services

1. The IEP reflects linkages among the evaluation information, the present levels of educational performance, goals and benchmarks/ objectives.				No
Document B	106000.	A statement of the present levels of educational performance:		No
	106010.	Is consistent with evaluation results:	Yes	
	106020.	Reflects current functioning of the child:	Yes	
	106030.	Addresses how disability affects involvement and progress in the general education curriculum:	Yes	
	106040.	Addresses performance on State and agency-wide assessments:	No	
	106050.	Addresses strengths of the child and concerns of the parent:	Yes *	
	107000.	A statement of measurable annual goals:		No
	107010.	Are consistent with present level of performance:	Yes	
	107020.	Are written in measurable terms:	No	
	107100.	Benchmarks or short-term instructional objectives:	Yes	
2. Special education and related services are provided in accordance with the child's identified needs.				No
Document A	102200.	Inventory control, placement, and use:	Yes	
	102500.	Public agency contracts for a child's services through a private agency:	Yes	
	102700.	The following items are present for students attending MSB:	Yes	
	102720.	A current IEP:	Yes	
	102900.	The following items are present for students attending MSD:	N/A	
	102920.	A current IEP:	N/A	
	103100.	The following items are present for students attending SSSH:	Yes	
	103120.	A current IEP:	Yes	
Document B	107000.	A statement of measurable annual goals:		No
	107040.	Address child's other educational needs resulting from disability:	Yes	
	107050.	Are present for each special education and related service:	Yes *	
	107200.	Special education services to be provided:	Yes *	
	107210.	Specific services identified:	Yes *	
	107220.	Amount of time for each service:	Yes *	
	107230.	Duration of services:	Yes	
	107240.	Location of services:	Yes	

*\*Reflects a change in the monitoring result from the agency's self-assessment. (Not applicable for component districts of SSD.)  
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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Document B	107250.	Frequency of services:	Yes
		107300.	Applicable related service(s):	Yes
		107310.	Specific services identified:	Yes
		107320.	Amount of time for each service:	Yes
		107330.	Duration of services:	Yes
		107340.	Location of services:	Yes
		107350.	Frequency of services:	Yes
		<b>3. Special education and related services are provided as specified by the child's IEP.</b>		Yes
	Document B	107700.	Transportation; as a related service:	Yes
		108130.	If not participating in state assessment, why not appropriate:	N/A
		108140.	If not participating in state assessment, how child will be assessed:	N/A
		108200.	A statement defining the child's participation in agency-wide assessments of student achievement:	Yes *
		108210.	Describes participation:	Yes *
		108230.	If not participating in agency-wide assessments, why not appropriate:	Yes
		108240.	If not participating in agency-wide assessments, how child will be assessed:	Yes *
		<b>4. Children with disabilities receive the related services they need to enable them to benefit from special education.</b>		Yes *
	Narrative Response	300400.	Children with disabilities receive the related service they need to enable them to benefit from special education.	Yes *
		<b>6. Children with disabilities are provided supplementary aids and services, accommodations and modifications to support success in regular education settings.</b>		Yes
	Document B	107400.	Applicable supplementary aids and services:	N/A
		107410.	Specific services identified:	N/A
		107420.	Amount of time for each service:	N/A
		107430.	Duration of services:	N/A
		107440.	Location of services:	N/A
		107450.	Frequency of services:	N/A
		107500.	Program modifications:	Yes *
		107510.	Specific services identified:	Yes
		107520.	Duration of services:	Yes
		107530.	Location of services:	Yes
		107540.	Frequency of services:	Yes *
		107600.	Supports for school personnel:	N/A
		<b>7. The IEP provides for involvement and progress in the general curriculum.</b>		No
	Document B	107000.	A statement of measurable annual goals:	No
		107030.	Demonstrate involvement in general curriculum:	Yes

*\*Reflects a change in the monitoring result from the agency's self-assessment. (Not applicable for component districts of SSD.)*

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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
		<b>8. Special factors (e.g., behavior, limited English proficiency, Braille, communication needs, and assistive technology services/devices) are taken into consideration when developing the IEP.</b>		Yes
	Document B	106100.	Consideration of special factors during IEP development:	Yes
		106110.	Consideration fo communication needs:	Yes
		106130.	Consideration of language needs of LEP children:	Yes
		106140.	Consideration of behavior interventions, strategies, and supports:	Yes
		106200.	For students who are blind or visually impaired, the IEP addresses instruction/non-instruction in Braille:	N/A
		106210.	Goals addressing competencies in reading and writing Braille:	N/A
		106220.	Methods of integrating Braille into classroom:	N/A
		106230.	Initiation date and duration of session for Braille instruction:	N/A
		106240.	If Braille not appropriate, basis for determination:	N/A
		106300.	Statement of referral to Rehabilitation Services for the Blind:	N/A
		106400.	For students who are deaf or hard of hearing, the IEP team considers the child's language and communication needs:	N/A
		106410.	Addresses child's language and communication needs for deaf or hard-of-hearing children:	N/A
		106420.	Opportunities for direct communication for deaf or hard-of-hearing children::	N/A
		106430.	Academic level for deaf or hard-of-hearing children::	N/A
		106440.	Opportunities for direct instruction in child's language and communication mode for deaf or hard-of-hearing children:	N/A
		106500.	For students who use hearing aids, the IEP addresses the maintenance of the device:	N/A
		107900.	IEP Addresses physical education, as appropriate:	Yes
		108100.	A statement defining the child's participation in state assessments of student achievement:	Yes
		108110.	Describes participation:	Yes
		<b>9. Assistive technology devices and services are available and utilized, as appropriate.</b>		Yes
	Document B	106100.	Consideration of special factors during IEP development:	Yes
		106120.	Consideration of assistive technology needs:	Yes
		<b>10. Special education and related services are provided in a timely manner.</b>		Yes
	Document B	104700.	Review/revise the IEP:	Yes
		104800.	IEP developed prior to service(s):	Yes
		104900.	IEP is implemented as soon as possible following the IEP meeting:	Yes
		109100.	IEP is developed/revised prior to placement and/or change of placement recommendation:	Yes
		109500.	Date of Consent for Initial Placement is prior to implementation of the IEP:	Yes
		<b>11. Extended school year services (ESY), as determined needed by the IEP team, are provided regardless of category and severity of disability.</b>		Yes
	Document B	108300.	Consideration of Extended School Year (ESY):	Yes
		108310.	Addresses eligibility for ESY:	Yes

*\*Reflects a change in the monitoring result from the agency's self-assessment. (Not applicable for component districts of SSD.)*  
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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Document B	108320.	If eligible, addresses goals to be addressed for ESY:	N/A
		108330.	If eligible, addresses type and amount of services for ESY:	N/A
		108340.	If eligible, addresses frequency of services for ESY:	N/A
		108350.	If eligible, addresses duration of services for ESY:	N/A
		108360.	If eligible, addresses location of services for ESY:	N/A
	Narrative Response	300600.	Extended School Year services are considered by the IEPteam and follow state guidelines.	N/A *

**12. Parents and children with disabilities are involved, when appropriate, in the IEP (including transition planning).** No

Document B	104400.	Parent is notified of the IEP meeting:	Yes
	104500.	Content of notification of IEP meeting (verbal or written) is documented:	No
	104510.	Parent informed of all purposes of the meeting:	Yes *
	104520.	If purpose includes transition, students 14 years and up are invited:	No
	104530.	Notified of time and date of the meeting:	Yes *
	104540.	Notified of the location for of meeting:	Yes *
	104550.	Right to invite others to attend:	Yes *
	104560.	Participants invited to attend:	Yes *
	105500.	Child's parent(s);	Yes
	105510.	Parent attended or participated:	Yes
	105520.	Choice of nonattendance or nonparticipation through (1) of the above methods:	Yes
	105530.	Record of two (2) attempts for parent participation	Yes
	108400.	A statement of how the child's progress on IEP will be measured:	Yes
	108500.	A statement of how the child's progress on IEP will be reported to the parent:	Yes
	108600.	Content of Progress Report:	Yes
	108610.	Addresses the progress toward the annual goals:	Yes
	108620.	Addresses likelihood of achievement by the end of year:	Yes
	108700.	Parent is provided a copy of the IEP:	Yes

## State and District-wide Assessment

**1. a. Percent of children with disabilities in grades 3 and 7 who are proficient readers increases.** No \*

Performance Data	200400.	Percent of children with disabilities in grade 3 who are proficient readers increases.	Yes *
	200500.	Percent of children with disabilities in grade 7 who are proficient readers increases.	No *

**2. b. Percentage of children with disabilities in grades 3 and 7 who have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them decreases.** No \*

Performance Data	200600.	Percentage of children with disabilities in grade 3 who have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them decreases.	No *
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<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Performance Data	200700.	Percentage of children with disabilities in grade 7 who have the Missouri Assessment Program – Communication Arts (MAP-CA) read to them decreases.	No *
	<b>3. c. Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases.</b>			No *
	Performance Data	200800.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Communication Arts – Grade 3	Yes *
		200805.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Communication Arts – Grade 7	No *
		200810.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Communication Arts – Grade 11	No *
		200815.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Science – Grade 3	Yes *
		200820.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Science – Grade 7	No *
		200825.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Science – Grade 10	No *
		200830.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Math – Grade 4	Yes *
		200835.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Math – Grade 8	No *
		200840.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Math – Grade 10	No *
		200845.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Social Studies – Grade 4	Yes *
		200850.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Social Studies – Grade 8	No *
		200855.	Percentage of children with disabilities scoring at the Proficient and Advanced achievement levels increases in: Social Studies – Grade 11	No *
	<b>5. Participation in general state assessments are comparable to statewide data.</b>			No *
	Performance Data	201000.	Participation in general state assessments are comparable to statewide data.	No *
	<b>6. Percentage participating in alternate assessments at each grade level is no greater than 1-2% of the student population at that grade level.</b>			Yes *
	Performance Data	201100.	Percentage participating in alternate assessments at each grade level is no greater than 1-2% of the student population at that grade level	Yes *
	<b>7. Children with disabilities participating in district-wide assessments are comparable to the percentage of students participating in general statewide assessments.</b>			N/A *
	Performance Data	201200.	Children with disabilities participating in district-wide assessments are comparable to the percentage of students participating in general statewide assessments.	N/A *
	<b>8. The performance level of children who receive special education services prior to age 5 increase on the School Entry Assessment.</b>			N/A *

<i>Focus Area</i>	<i>Standard</i>	<i>Indicator Number</i>	<i>Indicator Description</i>	<i>Monitoring Results</i>
	Performance Data	201300.	The performance level of children who receive special education services prior to age 5 increase on the School Entry Assessment.	N/A *
<b>9. Modification and accommodations for general state and district-wide assessments are provided, as determined appropriate on the IEP.</b>				Yes
	Document B	108100.	A statement defining the child's participation in state assessments of student achievement:	Yes
		108120.	Addresses necessary accommodations/modifications:	Yes
		108200.	A statement defining the child's participation in agency-wide assessments of student achievement:	Yes *
		108220.	Addresses necessary accommodations/modifications:	Yes *

## Suspension/Expulsion

<b>1. Suspension and expulsion rates for children with disabilities decrease and are no higher than those of children without disabilities.</b>				No *
	Performance Data	201500.	Suspension and expulsion rates for children with disabilities decrease and are no higher than those of children without disabilities.	No *
<b>2. Children with disabilities receive FAPE during suspensions of 11 days or more, consecutive or cumulatively, in a school year, or with an expulsion.</b>				No
	Document D	100100.	Removal of ten (10) school days or less in a school year:	N/A
		100200.	First removal of a student over ten (10) school days cumulatively in year when no long-term suspension is involved:	N/A
		100220.	Listing of participants making decision:	N/A *
		100230.	Results of decision (first removal over 10 days):	N/A *
		100300.	IEP meeting held (first removal over 10 days):	N/A
		100310.	Meeting held on or before 10th business-day of a discipline action:	N/A *
		100400.	Subsequent removal(s) over ten (10) school days in year when no long-term suspension is involved:	N/A
		100420.	Listing of participants making decision:	N/A *
		100430.	Results of decision (subsequent removals):	N/A *
		100610.	IEP meeting held (subsequent removals):	N/A *
		100620.	Listing of participants making decision (subsequent removals):	N/A *
		100630.	Results of decision (subsequent removals):	N/A *
		100800.	Child suspended in excess of ten (10) consecutive school days or where a pattern of suspension is created:	No
		100810.	Meeting held on or before 10th school day of a discipline action (long term removal):	No
		100840.	Conduct manifestation determination (long-term suspension):	Yes
		100900.	Manifestation Determination Review:	Yes
		100910.	IEP team considers: evaluation and eligibility results, information from parents, observations, IEP and placement:	Yes
		100920.	IEP team determines; appropriateness of IEP, placement, services and behavior interventions; disability did not impair child's judgement nor inhibit control of behavior:	Yes

<i><b>Focus Area</b></i>	<i><b>Standard</b></i>	<i><b>Indicator Number</b></i>	<i><b>Indicator Description</b></i>	<i><b>Monitoring Results</b></i>
	Document D	101000.	Conduct is found unrelated to disability (long-term suspension):	Yes
		101010.	IEP team determines type and amount of services to be provided:	Yes
		101100.	Conduct is found related to disability:	N/A
		101300.	Forty-five (45) day removal for weapons/drugs:	N/A
		101340.	Conduct manifestation determination (45 calendar-day suspension-weapons/drugs:	N/A
		101350.	IEP team determines interim alternative educational setting:	N/A
		101400.	Forty-five (45) day removal for violent/dangerous student:	N/A
		101410.	Notify parent of decision to seek 45 day removal through due process:	N/A
		101430.	File for expedited Due Process Hearing:	N/A *
		101440.	IEP team conducts manifestation determination (45 day removal-violent/dangerous):	N/A
		<b>4. Children with disabilities with identified behavioral needs receive positive behavioral supports consistent with an IEP.</b>		N/A
	Document D	100300.	IEP meeting held (first removal over 10 days):	N/A
		100320.	IEP team develop and/or review/revise FBA (first removal over 10 days):	N/A *
		<b>5. Children with disabilities receive appropriate functional behavioral assessments and behavior plans, as appropriate</b>		N/A *
	Document D	100330.	IEP team develop and/or review/revise BIP (first removal over 10 days):	N/A *
		100500.	IEP Team members review BIP (subsequent short-term removals):	N/A
		100820.	IEP team develop and/or review/revise FBA (long-term suspension):	Yes
		100830.	IEP team develop and/or review/revise BIP:	Yes
		101320.	IEP team develops and conducts FBA (45 day removal drugs/weapons):	N/A
		101330.	IEP team develops/reviews BIP (45 day removal drugs/weapons):	N/A

# SAMPLE



**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**  
**SPECIAL EDUCATION COMPLIANCE SECTION**  
**PROGRAM REVIEW**  
**CORRECTIVE ACTION PLAN ACCEPTANCE (CAP)**

**CAP**

**DESE USE ONLY**

County/District Code: 999999

Date Received \_\_\_\_\_

Date Approved \_\_\_\_\_

MSIP \_\_\_\_\_ Non-MSIP \_\_\_\_\_

Initial One Two Three  
(Circle Type of Review)

The XXXXX CO. R-II public agency participated in a Special Education Program Review on November 6, 2002, and agrees with the results of that review.

This public agency acknowledges that all concerns identified in the "Program Review Final Report" require corrective action and assures timely implementation of the corrective actions.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Person Responsible for Special  
Education Administration

\_\_\_\_\_  
Date

\_\_\_\_\_  
President of the Board of Education

\_\_\_\_\_  
Date

# SAMPLE



**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION    ASSURANCE**  
**SPECIAL EDUCATION COMPLIANCE SECTION**  
**PROGRAM REVIEW**  
**ASSURANCE FOR PERFORMANCE DATA**

## DESE USE ONLY

County/District Code: 999999

Date Received \_\_\_\_\_  
Date Approved \_\_\_\_\_  
MSIP \_\_\_\_\_ Non-MSIP \_\_\_\_\_

Initial    One    Two    Three  
(Circle Type of Review)

The XXXXX CO. R-II assures that a plan will be developed and  
implemented to address Missouri Performance Goals for children with disabilities.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Person Responsible for Special  
Education Administration

\_\_\_\_\_  
Date

\_\_\_\_\_  
President of the Board of Education

\_\_\_\_\_  
Date